

SPOTTING ON LEARNING

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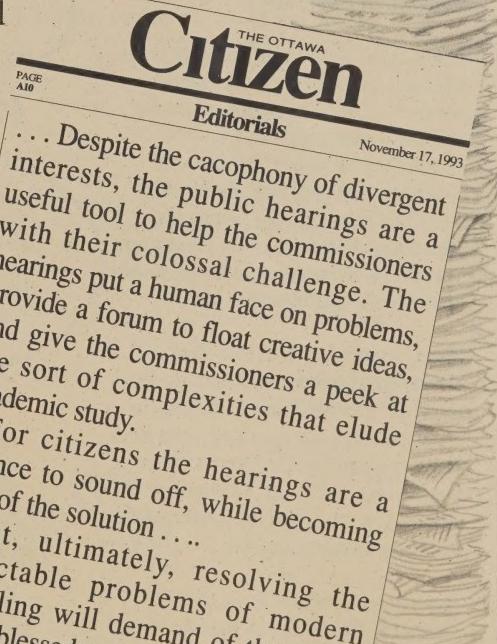
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Government
Publications

A Learning Experience

During 12 weeks of public hearings the Royal Commission on Learning heard over 2,000 submissions from the public, clocked 13 hour days, and logged more than 8,000 kilometres in its tour of 27 Ontario cities. The Commissioners granted hundreds of newspaper, radio and television interviews, and received widespread coverage in the media, engaging hundreds of thousands of Ontarians in the debate about the future of Ontario's education system.

Here is a taste of the issues, gathered from the participants in Ontario's education system—students, teachers, parents, administrators, trustees, activists, taxpayers, and neighbours—and distributed liberally to the Royal Commission on Learning as it made its way through the communities of Ontario this fall. The issues are diverse and the views often contradictory. The upcoming challenge for the Commission is to assemble all the ideas that were generated during the public hearings and transform them into a report that provides direction for the reform of Ontario's education system.



Citizen

PAGE
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Editorials

November 17, 1993

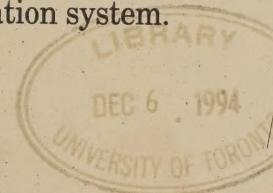
... Despite the cacophony of divergent interests, the public hearings are a useful tool to help the commissioners with their colossal challenge. The hearings put a human face on problems, provide a forum to float creative ideas, and give the commissioners a peek at the sort of complexities that elude academic study.

For citizens the hearings are a chance to sound off, while becoming part of the solution....

But, ultimately, resolving the intractable problems of modern schooling will demand of them still more; blessed with the patience of Job and the wisdom of Solomon, they may also require divine intervention....



Royal
Commission
on Learning



Winter 1994

Who Talked To Us?

The term "stakeholder" is frequently used to describe individuals or groups with a vested interest in any given issue. During the public hearings, it became apparent that everyone in Ontario is a "stakeholder" in education.

Parents, teachers, students, trustees, and administrators all came to talk to the Commission. Representatives of the business community, multi-cultural organizations, aboriginal groups, unions, colleges and universities made presentations. Librarians, social workers, police officers, doctors and religious groups also shared their views.

There were remarkable stories from adults who could not read, street youth who "fell through the cracks", and from physically and mentally challenged students. Despite the diversity of views, one theme stood out: the sincere desire to improve education in Ontario and to make our schools more responsive to the needs of students, parents and society.

The Commission was told that educational goals and expectations must be clarified, and that schools must be more closely integrated with the communities they serve. Many people also said that we need to assess and evaluate the performance of our educational system.

Here is a sample of some of the views the Commission heard.

As teachers in Catholic schools, we perceive education as an epiphénoménon, integrally related to religious maturation and discipleship. Our understanding of the term 'an excellent education' includes an invitation to the student to grow spiritually, as well as socially, physically, intellectually and emotionally. We locate this spiritual growth within the rich tradition of Christian anthropology and Catholic sacramental life.

— Claire Ross, OECTA, Toronto

I don't feel safe at school because there are people at school that like to beat people up for fun.

— Student quoted in "Student Perceptions of Violence", Toronto

A child who is hungry, angry, in emotional turmoil, frightened and hurting inside cannot learn, nor can her/his classmates if she/he is being disruptive.

— Don Schmidt, Toronto

I strongly believe that high school students should be represented on local school boards, just as university students are already represented on the Boards of Governors . . . these ex-officio trustees would ensure that student opinion is not only heard, but felt.

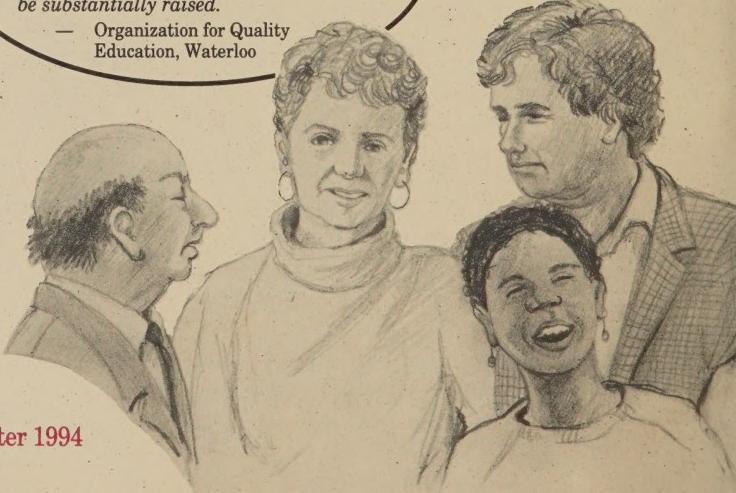
— Steven High,
Thunder Bay

When will all the people studying the issues come together with agreement and plan actions to be taken? I hope very soon because I plan to continue growing and learning so that I get the best education possible because I want to be an astronaut.

— Stephanie Sarafianos, Grade 6, Windsor

A second essential aspect of school reform is that student performance must be regularly evaluated in a fair and objective manner and the minimum standard of acceptable performance must be substantially raised.

— Organization for Quality Education, Waterloo



In 1988, the Assembly of First Nations published a document entitled "Tradition and Education: Towards a Vision of our Future." In this document, jurisdiction over education is defined as the inherent right of First Nations to exercise authority, develop policies and laws, and control finances and other resources for the education of their citizens.

— Windigo Education Authority, Sioux Lookout

Our schools would benefit from a period of benign neglect from the province while they implement the changes currently underway.

— Thunder Bay, Lakehead District R.C.S.S.B.

Here are three symbols representing my language, my culture and my faith. I cannot and will not separate these elements. I am a student who is proud to live, learn, sing, dance and pray in French at our school. I am a product of our French Catholic school.

— Stéphanie Brunelle, Grade 6, Thunder Bay*

...we need a new vision of education that places the idea of the community and social responsibility at the centre of public schooling in Canada.

— George Dei, Toronto

Franco-Ontarians face significant educational challenges, and must presently address them without the support of institutions able to contribute to an effective solution. The scope of the problem is illustrated by the high drop-out rate among Franco-Ontarians, their low participation in post-secondary education, their poor performance in math and science, and the constant struggle they face to learn and live in a context in which English is the dominant language.

— Denis Haché and Julie Boisonneault, Sudbury*

More than ten years after the Charter of Rights and Freedoms was adopted, Franco-Ontarians are still waiting for their rights to be recognized. They still do not manage their own educational institutions and do not have access to the resources that would provide them with the quality of education comparable to what anglophones in the province receive.

— Jean Tanguay, ACFO, Toronto*

When I was five . . . I went to a school for children who have a mental handicap. I was taught different things from what my brothers and sisters were taught at their school. It made me feel miserable to be taught different things. It made me feel frustrated. I felt bad about myself . . . As an adult, I went to adult literacy class. Now I read. I knew I could do it. I read in my church. This makes me feel included.

— Marcia Marcaccio, Hamilton

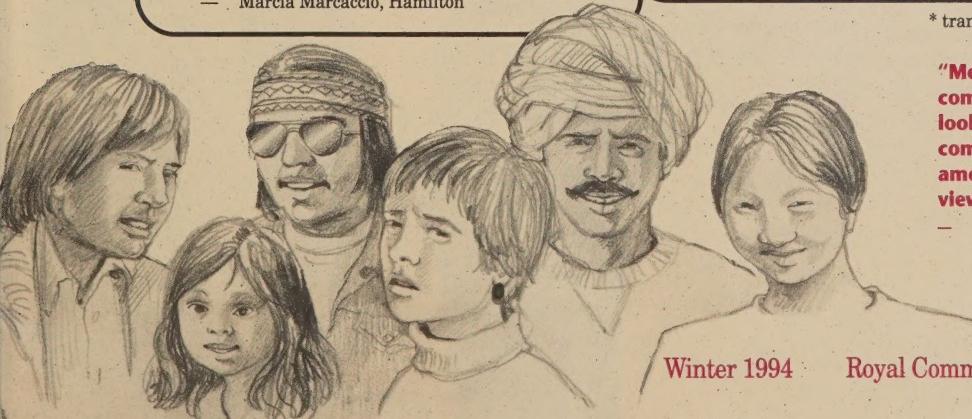
In this classroom Shoko and Rahul are new to Canada. Shoko is literate in her first language, Japanese, but English is a new language to her. Rahul has never been to school before, so he faces the fears of going to school as well as the challenge of a new language and culture. Tom is an attention deficit student where the teacher has concerns over inconsistent use of Ritalin. Lisa has disclosed to her teacher the sexual and physical abuse she has experienced from her mom's boyfriend and has become incontinent at school. Tereze is reading at a grade 12 level despite being in grade 3. David's father is in University Hospital awaiting a heart transplant. The child is here with his family from Newfoundland, in school while his (father's) life hangs in balance. Joshua is hearing impaired and connected to his teacher by an FM trainer. Jamie reacts to frustration with violence; other conflict resolution means are beyond his skills at this time. Jennifer's mother is careful to visit the teacher each year to explain the family's faith and the school activities her daughter may not participate in. These are our students. Each learner is different.

— Ruth Ann Morley, London

* translated from French

"Meanwhile, commissioners will look for some common ground among the divergent views of people ..."

— Elizabeth Payne,
Ottawa Citizen,
December 15th, 1993



A wide range of issues was discussed at the public hearings held last fall. It is not possible to address them all in *Spotlight on Learning*, but we have chosen two for inclusion in this issue. Others will follow in subsequent issues. The two articles on the following pages lay out the debate around parental involvement and the question of equity versus excellence.

Can Parents make a Difference?

As some parents get increasingly involved in all aspects of education, from packing lunches to designing curriculum, defining how much influence they should have on schools has become a critical element in the debate around improving our education system.

Parental involvement has become an issue with a great deal of promise. Educators are recognizing the importance of the home environment, family involvement and learning outside the classroom. Parents are looking more closely at schools as responsible for their children's academic and social well-being. Just as students feel they can make a positive contribution to decisions that affect them, many parents feel they have something to offer as well.

Involvement or Interference?

What aspects of the education system should parents be involved in, and what is just the "school's job"? How can we get parents involved where we need them? What kind of power should parents have? How should parental involvement be organized?

"It is the first time in a quarter century that parents and other taxpayers are being given a chance to influence broad changes in the province's \$14 billion education system."

— Rita Daly,
Toronto Star,
September 27, 1993



There are still those—parents, students and teachers—who think that education should be left to the “experts.” Some parents trying to get involved in Ontario schools reported to the Commission that they often felt unwelcome, and were treated as if they were “interfering” with their children’s education. Principals, administrators and teachers who said they do try to involve parents find resistance from those who do not have time or do not want to do the school’s job for them. Some students, especially older ones, told the Commission that parental involvement interfered with their independence and comfort in school.

But while talking to parents, students and teachers across the province, the Commission heard very few people arguing against parent involvement. The overwhelming sentiment of teachers, principals, students and parents was that meaningful parental involvement improves the quality of education.

“All over the province,” remarked Commissioner Dennis Murphy, “principals and school boards have been assuring us they want more parent involvement.”



As with other issues discussed at the public hearings, there appears to be a gap between what people say they want, and what they actually do. What is heartening about the parental involvement issue is that people generally agree that it is an excellent idea in theory. The question is, how do we make parental involvement real? And what kind of involvement from parents do we want and/or need?

How are Parents Involved?

“Parents have a responsibility to send well fed, well rested and emotionally stable children to school.”

— Julia Munro, parent and teacher, Newmarket

Almost all parents in Ontario are involved in their children’s education in some way, if it is only to drag them out of bed, pour them some cereal and tell them to look both ways when they cross the street.

Some other ways Ontario parents are involved include:

- following their children’s progress at school
- attending student performances and sports events
- helping their children at home with their school work
- volunteering in the classroom
- decision making, as part of parent organizations, councils and committees

Recently a Parents’ Council was established in Ontario. The Commission hopes to meet with the Council in the coming months.

What Works?

“I’m angry with parents who are too busy to read to their children”

— Linden Grey, Newmarket

People disagree about what kinds of parental involvement are adequate. But while there is no consensus among parents and educators, research indicates that there is a strong relationship between high degrees of supportive parental involvement and children’s success in schools. These benefits include higher marks, better school attendance, lower drop-out rates and higher college and university entrance rates.

Parents who volunteer in schools and those who come to watch their children send clear messages that they think their children’s school activities are important. In the process, parents build up a relationship with the school that makes it easier for them to talk to teachers. This allows parents to get better information about their children’s progress, and develop ways to help them if they are not doing as well as they could be.

Parental involvement with children at home seems to have the most impact on academic success in school. An interesting study done in Britain showed that when parents simply checked that their children completed their homework and signed a homework diary provided by the school, the children’s marks improved.

Whose Job Is It?

Parents who have not had much education themselves, or who are not very fluent in English or French, sometimes feel that they cannot help their children as much as they would like to. Other parents do not have enough time or energy to help.



On the other hand, many parents argue that taking an interest in their children's learning is a basic part of looking after a child's well-being. They say one need not read a stack of books or chair a parents' council to show an interest in how a student is progressing at school.

Facilitating parent involvement is especially crucial for those students who are most "at risk." The research shows that these students can benefit the most from family involvement, but it also shows that their families often find it particularly difficult to get involved.

What Next?

"Parental involvement in education is long overdue," Commissioner Avis Glaze argues. "Some systems and some schools have taken the issue very seriously. Others must provide opportunities and encourage all parents to be involved in their children's education in a meaningful way — it's time to go beyond the bake sale."

Granted that some degree of parent involvement is beneficial, how do we go about encouraging the kind of parental presence that helps students flourish? How do we involve parents and still foster student independence and responsibility? What kind of mechanisms would we need to keep parents informed and accountable? Is it simply a matter of allowing

"Schools feel they need to start by teaching things that used to be taught at home."

— *No Easy Answers, Baton Broadcasting System special on Royal Commission on Learning, December 18, 1993*

parents to take the initiative? What about the many who want to get involved but are frustrated? Who will decide what is involvement, and what is interference? Do we need legislation? regulations? guidelines? teacher training? parent training?

Talking about parental involvement is not simply a domestic issue anymore: Parental involvement and educational demands have made it an issue for the entire school system. We need to decide what forms parental involvement should be able to take, and how to facilitate them. It was clear from the presentations and discussions at the Royal Commission on Learning public hearings this past fall that this is an issue with huge potential, and we are just beginning to explore it.

Here is a list of some recent research on parental involvement in education:

Homework, Parental involvement and student achievement in secondary schools and The effects of parental involvement on children's achievement, Toronto Board of Education Research Reviews.

Epstein, Joyce L. "School and family connections," in D.G. Unger and M.B. Sussman, *Families in Community Settings*. New York, Haworth Press, 1990 or in *Marriage and Family Review* 15.

Henderson, Anne T., Marburger, Carl L., and Ooms, Theodora. *Beyond the Bake Sale: An educator's guide to working with parents*. Columbia, Md: The National Committee for Citizens in Education, 1986.

Jaynes, Judith H., and Wlodkowski, Raymond J. *Eager to learn*. San Francisco: Jossey-Bass Publishers, 1990.

Lyons, Peggy, Robbins, Al, and Smith, Allen. *Involving parents: a handbook for participation in schools*. Ypsilanti, MI: High/Scope Press, 1982.

Les Années préparatoires, Maternelle et Jardin, et Les Années de Formation, 1^{re} à 6^e année, Information aux parents, Conseil des écoles publiques d'Ottawa-Carleton.

Equity or Excellence?

People in Ontario want both equity and excellence in their education system. But many question if both are possible. In fact, there is not even a clear agreement on what the two terms mean.

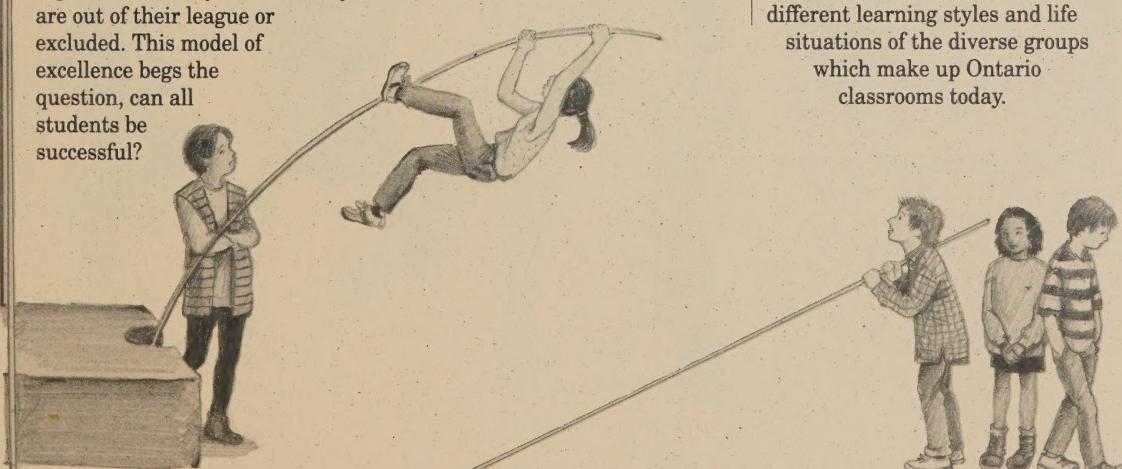
Excellence

The conflict between equity and excellence, as it has been discussed at the public hearings and in the media, often assumes that

excellence is a fixed measure of achievement. Under this scenario, excellence in education is like a pole vault event. A bar is set at a certain level above which students must jump to attain excellence. Yet, as in a pole vault competition, the higher the bar is set, the fewer the contestants who will successfully clear it. While some may find that they can jump higher, others may feel that they are out of their league or excluded. This model of excellence begs the question, can all students be successful?

The Debate

Many of those concerned about equity argue that society does not provide a level playing field. They say that students from racial and ethnic minority groups, students with histories of poverty, abuse or neglect, students with learning disabilities, gifted students and young women, are disadvantaged in a system that assumes that the traditional curriculum and teaching methods work for everybody.



Under such conditions some students do not perform as well as they can. Some people ask if it's fair to impose the same standards of excellence on them. This logic has brought some to advocate the lowering of standards and expectations for some students in the classroom. In their minds, a clear conflict is apparent between excellence, understood as high standards and levels of achievement, and equity, understood as lowering those standards.

Equity

Equity does not have to mean lowering standards however. In fact equity must be viewed as insisting on high standards for all students.

The Equity Action Plan of the North York Board of Education states that "commitment to equity requires the identification and elimination of systemic barriers which limit the academic success and life chances of students." Instead of lowering our expectations, we should use more inclusive curriculum and teaching strategies. An inclusive curriculum recognizes the contributions, different learning styles and life situations of the diverse groups which make up Ontario classrooms today.

Excellence for all students

During public hearings it became apparent that many people have a different understanding, or definition, of excellence. For some it meant preparing students for the challenges of the workforce. For others it meant emphasizing critical thinking. Some emphasized creativity and flexibility, others a core of basic skills. And while to some, as outlined above, equity could only be seen as compromising excellence, to many the two were compatible, and even complementary. In fact, many view equity as a prerequisite for excellence.

Each student's quest to achieve his or her full potential is at the centre of the Peel Board of Education's definition of excellence. "Excellence means a new commitment to the highest possible achievement in literacy and numeracy for all our students." This is important for all students, and it does not require that teachers or students lower their expectations. In fact it even means helping gifted students to do better. To challenge all students to reach their potential, we should encourage them to leap as high as they can, in all the ways they can.

The North York Board of Education argues that "the real measure of excellence is what we do for all students to help them rise to the performance we expect of them." To expect less than the best from any student is clearly inequitable.

The Challenge

How can we address the needs of the increasing number of students who come to school with more than academic problems to solve, and still challenge all of Ontario's students to grow to the limits of their abilities?

Some Ontario schools and researchers in other areas have taken on this challenge.

Considerable evidence exists which shows that high teacher expectations, with adequate support, benefit all students. Schools in Ontario have already begun to benefit from higher teacher and student expectations. The Commission was very impressed with some of the programs being developed across Ontario.

Other examples of what Ontario schools are doing were discussed in briefs and presentations to the Commission.

One program, designed to prevent the development of behavioural disorders, is currently available in 11 school boards and involves 60,000 school children. Other programs target high potential students who would not otherwise consider post-secondary education. Secondary students participate in university

level classes and write a university exam. Participants are showing the same success rate as students taking the same courses at university.

"Francophones from the region made their voices heard at the recent public hearings... and what most of them were concerned about was the governance of French schools".

— *Lanie Hurdle,
Le Rempart, Windsor,
November 24, 1993*



"In the Korah Collegiate auditorium at noon on Wednesday, oppressed high school students of the world had found a voice."

— *Dianne Wadden,
The Sault Star,
October 7, 1993*

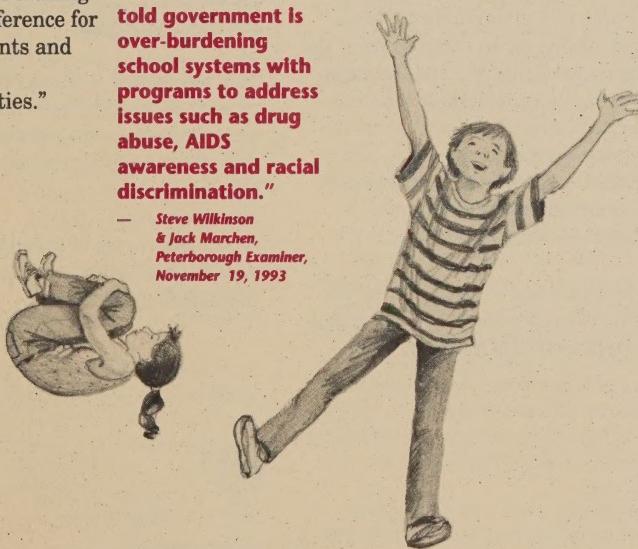
Mental health professionals are working closely with schools throughout the province, particularly in communities with a high incidence of crime and drug abuse. Their goal is to increase the ability of educators to deal with academic and behaviour problems, and to make schools safer. These programs show tremendous promise and some are attracting national interest.

Special schools are developing teaching methods and curriculum to better serve the needs of students who do not fit the mainstream mold including adult students, Native students, and students with histories of abuse or neglect.

"Many students were excited and really positive about the opportunities some of these programs provided," Commissioner Manisha Bharti remarked. "They seem to be making a real difference for the students and for their communities."

"Commissioners were told government is over-burdening school systems with programs to address issues such as drug abuse, AIDS awareness and racial discrimination."

— Steve Wilkinson
& Jack Marchen,
Peterborough Examiner,
November 19, 1993



At what cost?

Some argue that schools are already doing too much of this work, and of course others argue that not enough is being done. They ask do we still have a choice given the violence, aggression and behaviour problems in our communities? At public hearings in Toronto, Dr. Paul Steinhauer, a psychiatrist at the Hospital for Sick Children in Toronto, and a representative of the Sparrow Lake Alliance argued that "our schools are not the cause of these problems, but—given the numbers of children arriving in school on such a trajectory—the education system has but two choices: it can either aggravate the problem, or become part of its solution."

"You have to admire Gerry Caplan, Monique Bégin and the other members of the Royal Commission on Learning for plowing through the morass of Ontario's public education system. By the time the five hit Ottawa this week...they had already heard from 800 groups and individuals. Yet as they sit, sometimes 12 hours at a stretch, through submissions ranging from the sublime to the pathetic, they exhibit nothing but humour, respectful interest, and gritty staying power."

— *Ottawa Citizen,*
November 17, 1993,
editorial

For people who argue that it is the responsibility of the schools to encourage all students to reach their potential, equity and excellence are not only compatible, they are interdependent. They argue that unless proper attention is given to the substantial number of at-risk students in Ontario, society will pay the price.

"In his recent series of articles on education, columnist

Michael Valpy of the *Globe and Mail* has questioned whether the primary role of the school in our society is to produce good scholars or good citizens. We in the Sparrow Lake Alliance believe that the responsible answer to that question can only be: both," said Dr. Steinhauer.

The message to the Royal Commission on Learning was clear: The diverse student population in Ontario has the resources and the potential to be among the best in the world. We must ensure that every student's potential is realized. We cannot do this by lowering standards, nor can we achieve this by using the same teaching methods with all students. We must find ways to raise standards, to raise expectations, and to help fulfil the dreams of all students, regardless of their needs or their backgrounds.

What's next?

"Now comes the hard part for the Royal Commission on Learning: its members must reconcile the disagreements and competing agendas into a coherent package of recommendations and win public support for them."

— Jennifer Lewington, *Globe & Mail*, January 3, 1994

The Commission heard a wide variety of views during the public hearings. Many of the presentations were passionate and articulate, but there was no consensus on the best approach to ensure that our schools are ready to face the challenges of the 21st century. However there was agreement in many areas, including the importance of education, the benefits of parental involvement, the desire for high standards and the need for greater accountability and better evaluation methods.

Some people believe that it is not possible to reconcile the wide range of views expressed during the hearings. Andrew Duffy, a Toronto Star reporter who attended many of the Commission's public hearings, wrote that "there is disagreement on just about every aspect of the education system, from how best to teach students to read to whether standardized tests reflect their real ability."

The Commission is now poring over all of the submissions received during the public hearings. They are being catalogued

and analysed by the research team. This will help the Commissioners identify groups that were not represented at the public hearings, so their views can be sought.

In the next phase of its work, the Commission will seek out information about specific education issues. For instance, during the winter months, the Commission will consult with disadvantaged or disenfranchised youth — young people who have not succeeded in our schools, including street youth and those in group homes, detention centres, hostels, homes for pregnant teens, and children's aid facilities.

The Commission is also seeking answers to specific questions relating to francophone education and the difficulties faced by small isolate boards in Northern Ontario. The Commission will consult with education professionals, review relevant literature, and meet with groups and individuals to obtain more information about some of the issues raised during the hearings. The challenge will be to take into account all of the views expressed during the public hearings, and distil from them the best possible recommendations to improve Ontario's education system.

The Commission must submit its recommendations to the provincial government by December 1994.

"The entire education system is being called into question by the Bégin-Caplan Commission"

— Suzanne Dansereau,
La Presse canadienne,
December 24, 1993

Want to know more?

If you would like more information about the Commission, please don't hesitate to contact us. You can reach us by mail, by phone, by fax or via electronic mail:

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In collaboration with the Royal Commission on Learning, TVOntario has established a special computer conference on TVO Online, TVO's prototype electronic bulletin board. If you have a computer equipped with a modem, please call for information on how you can participate.

This newsletter is also available on request in large print or braille, on audio cassette or on a computer disk. Please call for additional details.

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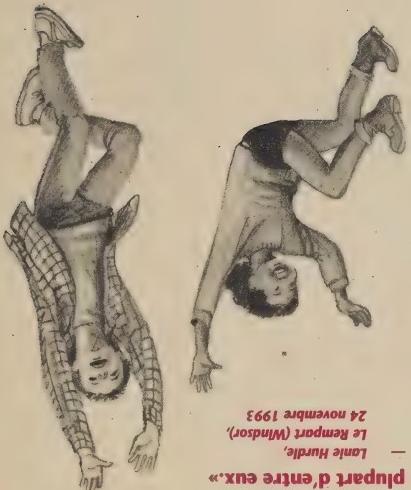
ISBN 0-7778-2399-3

Comment pourrons-nous répondre aux besoins du nombre croissant d'élèves qui ne sont pas que des problèmes scolaires à rééduquer, et insister sur l'alignement total des élèves de l'Ontario à des standards qui jusqu'à aux limites de leurs aptitudes? C'est ainsi écoles de l'Ontario et chercheurs et chercheuses se consacrant à d'autres domaines ont décidé de faire des recherches et enseignantes ont été formées attentes de l'Ontario et de l'école de l'Ontario. Les écoles accompagneront d'un soutien permanent tous les enseignants et enseignantes qui prévoient un mouvement que si les enseignants et enseignantes ont de fortes attentes de l'Ontario et de l'école de l'Ontario. Les écoles de l'Ontario et de l'école de l'Ontario.

Le défi

Viser l'Excellence de tous les élèves

beaucoup de personnes, Ledaute est une condition préalable à l'excellence. La qualité de chaque élève, soit atteindre ou dépasser le niveau de Consell de la définition que donne le Consell socialiste de Pelleme mesure, soit entend par excellence celle qui résulte des efforts obtenus en lettres, en écriture et en calcul les meilleurs résultats possibles». Mission importante vis-à-vis possibles. Mission importante vis-à-vis enseignants et enseignantes, si les élèves aiment leur leçons. En fait, elle a diminué leurs attentes, mais les élèves sont toujours au rendez-vous. Pour inciter tous les élèves à faire mieux. Pour encourager à sauter aussi les barrières de toute sorte. Les possibles, de toutes les marques de chaque élève sont de toute évidence les résultats que nous attendons de lui ou de celle. Rester moins que le meilleur de lui-même ou de celle-même de la part de toute élève est de toute évidence inéquitable.



Le Rempart (Windsor),
24 novembre 1993

«Les francophones de la région ont su se faire entendre lors de récentes audiences publiques... et c'est le problème de la gestion des écoles franglaises qui préoccupait la plupart d'entre eux.»

Légende

Le Plan d'action en matière d'équité du Conseil collinaire de North York souhaite qu'un usage négatifement à l'égard de l'équité sociale et des possibilités des succès sociaux dans la vie. Au fil du temps, nous attirerons nos partenaires, nous étendrons les programmes et les méthodes qui ont démontré leur efficacité dans la lutte contre la pauvreté et l'exclusion sociale. Ces dernières années, nous avons appliqué une approche qui vise à identifier les besoins et les intérêts des personnes dans la situation de la pauvreté et à développer des stratégies pour répondre à ces besoins. Nous croyons fermement que l'équité sociale est un droit fondamental et que tous les citoyens doivent avoir accès à des services et à des opportunités équitables.

Quelques-unes signifie pas pour autant basisser les normes. En fait, on doit entendre par équité l'application de normes élévées à tous les élèves.

Le débat

Les Ontariennes et les Québécoises veulent que le système d'éducation soit à la fois équitable et exécutif. Beaucoup de personnes se demandent si les deux sont possibles. En fait, on ne s'accorde même pas encore clairement sur la signification de ces deux termes.

Équité ou excellence?

A black and white illustration depicting three children playing with a long, thin rope. One child is suspended horizontally by the rope, holding onto it with both hands. Two other children are standing on the ground, pulling on the ends of the rope to keep their friend suspended. The child in the air is wearing a dark t-shirt and shorts. The two on the ground are wearing light-colored shirts and darker pants. The background is minimal, showing a few trees and what might be a building or fence in the distance.



A qui revient ce travail?

Quelle est la Prochaine étape?

membre de la Commission. «Certaines systèmes et certains écodés permettent la question : quelles sont les difficultés rencontrées par les parents dans leur participation à l'éducation de leur enfant ?» Des réponses ont été obtenues pour deux types de familles : celles dont le locataire est un étudiant et celles dont le locataire est un parent. Ces deux groupes ont été comparés en fonction de diverses variables sociodémographiques et de leur niveau d'éducation. Les résultats montrent que les parents qui ont une éducation supérieure sont plus susceptibles de participer à l'éducation de leur enfant. Cependant, il existe des différences entre les parents qui ont une éducation supérieure et ceux qui n'ont pas terminé leurs études secondaires. Les parents qui ont une éducation supérieure sont plus susceptibles de participer à l'éducation de leur enfant. Cependant, il existe des différences entre les parents qui ont une éducation supérieure et ceux qui n'ont pas terminé leurs études secondaires.

Les Années de Préparation, *Maîtrisez le jardin et les Années de Formation*, *Tre à 6e année, Information aux parents, Conseil des écoles publiques d'Ottawa-Carleton.* Ottawa, 1982.

La Participation des parents à l'éducation : *Quelques documents qui ont été recommandés à propos de la participation des parents à l'éducation* :

Les Annuées de Préparation, *Maternezzé le jardin et Les Années de Formation*, *Tre à 6e année, Information aux parents, Conseil des écoles publiques d'Ottawa-Carleton.* Ottawa, 1982.

Homeschool, Parental Involvement and Student achievement in secondary schools et The effects of parental involvement on children's achievement, Toronto Board of Education Research Reviews

Espérance, Joyce L., *School and family connections*, in D.G. Ulmer et M.B. Swanson, *Families in Community Settings*, New York, Haworth Press, 1990 ou Marquette and Murphy Review 15.

Henderson, Anne T., Marburg, Carl L. et Ooms, Theodore, *Beyond the Basic Scale: An Educator's Guide to Working with Parents*, Columbia, Md: The National Committee for Citizens in Education, 1986.

Scales, Judith H. et Woldowksi, Raymond J., *Easier to Learn*, San Francisco: Jossey-Bass Publishers, 1990.

Jaynes, Judith H. et Dawson, Raymond J., *Involving parents: a handbook for parents, Peggy, Robbins Al et Smith, Allen, *Involving parents: a handbook for participation in schools*, Pleasanton, Calif: HighScope Press, 1982.*

D'un autre côté, beaucoup de parents affirment que l'apprentissage de l'interprétation qu'ils portent à la partie intégrante des soins a leur prodiguer pour leur bébé. Selon eux, personne n'a besoin de lire un manuel pour s'intéresser à la lagune dont de leurs ou de presider un conseil de parents pour s'intéresser à la lagune dont un enfant se sort à l'école.

III est particulièrement important d'encourager la participation des parents dans les cas des élèves qui présent le plus de difficultés à travers les recherches, se sont ces élèves qui tirent le plus parti de la participation de la famille, mais ces dernières méritent également une famille qui a su faire de la famille un rôle.



Les parents peuvent-ils jouer un rôle positif?

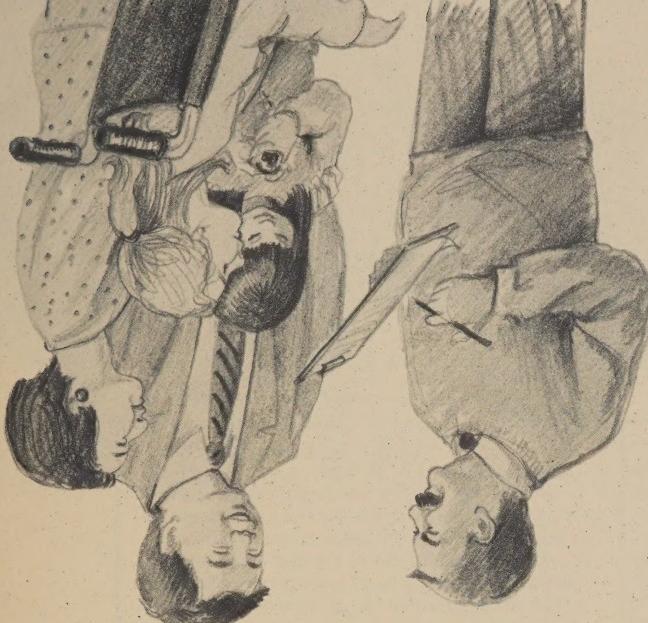
Certains parents se méfient de plus en plus de tous les aspects de l'éducation, qu'ils préparent simplement le déjeuner ou élaborent des programmes d'études. Dans ce contexte, définir l'influence qu'ils devraient exercer dans les écoles est devenu un élément clé du débat que provoque l'amélioration du système d'éducation.

Participation ou ingérence?

À quelles aspects du système d'éducation des parents devraient-ils participer et quelles tâches reconnaissent-ils pour leur enfant? Comment peuvent-ils faire leur part dans l'éducation de leur enfant? Quel genre de pouvoirs les parents devraient-ils avoir? Comment la participation des parents pourra-t-elle être organisée?

La participation des parents à la famille, la contribution de la famille et des dimensions très prometteuses. Les éducatrices et éducateurs recommandent l'apprentissage effectué en dehors de la classe par les parents de la même façon que les élèves estiment bien-être social de leurs enfants. De la même façon que succès scolaire et du responsabilité du succès familial, la contribution de la famille et des parents de la classe. Les parents considèrent que l'école est de plus une source d'apprentissage pour leur enfant. Les parents estiment que l'école est un lieu où elles peuvent pratiquer des activités qui les touchent, beaucoup de parents pensent qu'il y a aussi quelque chose à offrir.

Nombré de sujets ont été débattus au cours des audiences publiques qui ont eu lieu à l'automne dernier. Comme il est impossible de les présenter tous, nous avons choisi d'en numéro d'éducation aborder deux dans ce autre sujet dans la une. On traitera d'autres sujets dans les prochains numéros. Les deux articles qui suivent traitent de la participation des parents et de celle de l'élève.



«C'est la première fois qu'aujourd'hui une possibilité aux parents de faire un donneur a été trouvée dans le système d'éducation de l'Ontario. Cela devrait être un modèle pour toute l'Amérique et peut-être même pour le reste du monde.»



À LA UNE

Une expérience enrichissante

Pendant douze semaines d'audiences publiques, la Commission royale sur l'éducation a entendu plus de 2 000 témoins du public, fait des journées de treize heures et parcouru plus de 8 000 kilomètres au cours de son itinérance qui l'a menée dans vingt-sept villes de l'Ontario. Les membres de la Commission ont accorde des centaines d'entrevues à la presse, à la radio et à la télévision, ont fait l'objet d'une couverture médiatique générale, qui a incité des centaines de milliers d'Ontariens et d'Ontariennes à se faire entendre sur l'avvenir du système.

d'éducation de l'Ontario.

Voici quelques questions, glanées auprès des personnes participant au système de l'éducation de l'Ontario (élèves, enseignants et enseignantes, parents, administrateurs et administratrices, conseillers et conseillères scolaires, et membres du conseil d'administration de l'école publique ontarienne à La Commission royale sur l'éducation).

Citizen

THE OTTAWA

Editorial

Le 17 novembre, 1993

Même si la cacophonie d'interets divergents, les audiences publiques pour les membres du conseil d'administration de l'école publique ontarienne à La Commission royale sur l'éducation se présentent un outil utile, qui leur permettent de donner aux problèmes un visage humain, offrent une tribune où l'assurer fuser des idées novatrices et donnent aux membres de la Commission royale le temps de débattre et de proposer des solutions... Possibilité au public conséquent aux solutions... Pouvoir, en fin de compte, la résolution des graves problèmes que pose l'éducation moderne exigea des commissaires encore davantage; armes de la patience de job et aient aussi besoin d'une intervention divine... .

Les auditions donnent en outre la possibilité au public de se faire entendre et posséder aux études universitaires. Possibilité aux étudiants de se faire entendre et de participer par fin de compléter la résolution des graves problèmes que pose l'éducation moderne exigea des commissaires encore davantage; armes de la patience de job et aient aussi besoin d'une intervention divine... .

La Commission, soit celle de rassembler toutes les idées proposées pendant les auditions publiques et de transformer la proposition de la Commission en un rapport qui orientera la réforme du système d'éducation de l'Ontario. Les métamorphoses en un rapport qui orientera la réforme du système d'éducation de l'Ontario.

La Commission royale sur l'éducation de l'Ontario a été soumise

voisines, qui ont été soumises

coopérables et voisines et

libéralement aux deux membres de

l'éducation au cours de leur

perpétuelle automne.

Les problèmes sont variés et

les opinions souvent

divergentes. Un dehors

présente maîtrise et la

Commission, soit celle de

rassembler toutes les idées

proposées pendant les

auditions publiques et de

transformer la proposition de

la Commission en un rapport

qui orientera la réforme du

système d'éducation de l'Ontario.